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February 8, 2010 AASU Faculty Senate Agenda

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The Faculty Senate of Armstrong Atlantic State University will meet in
University Hall, room 156, at 3:00 p.m., Monday February 8, 2010

AGENDA

I. Call to Order

II. Approval of January 2010 minutes (Appendix A).

III. University Curriculum Committee (App B).

Vote to Approve:

IV. Graduate Affairs Committee Reports (App C).

Vote to Accept:

V. Old Business

a. Ad Hoc Committee: Resolution on Furloughs (App D).

b. Constitution & Bylaws Committee: Constitutional Amendment Process update.

c. Elections Committee: senate elections update.

VI. New Business

a. Senator Nivens and colleagues in the Department of Chemistry report problems with students being placed in courses without appropriate prerequisites having been met. Likewise, there seem to be problems with transcript analysis of post-baccalaureate students and their placement in appropriate chemistry courses.

The item is remanded to the Student Success Committee (App E).

b. The Grievance Process for faculty seems to be unclear at best with the transition to shared governance.

This item is remanded to the Faculty Welfare Committee (App F).

VII. Announcements

VIII. Adjournment

Appendix A



**Armstrong Atlantic State University
Faculty Senate Meeting
Minutes of January 11, 2010
University Hall, room 156, 3:00 p.m.**

I. Call to Order 3:08. For a roster of attendees, please see Appendix A.
The senate observed a moment of silence commemorating the deaths of Dr. Paul Mullen and Dr. Peter Verity.

II. Approval of the Minutes from the December 7, 2009 Faculty Senate Meeting

Motion: Approved

Correction: item five should read “College of Health Professions”

III. University Curriculum Items (App B)

Motion to vote by college: Approved

College of Education: Approved

College of Health Professions: Approved

Edits: Department of Dental Hygiene: major field courses hours should be 48 not 49 and

“related field” should be 12 but adds up to 11.

College of Liberal Arts: Approved

College of Science and Technology: Approved

IV Graduate Curriculum Items (App C)

Accepted

Senator Knofczynski: what if we have comments about the report?

Pres. Hampton: take any concerns to the Graduate Affairs Committee.

IV. Old Business

a. Ad Hoc Committee on Furloughs – progress report

Sen. Nivens: they had a meeting at noon and have yet to make a final decision.

b. Constitution & Bylaws Committee – progress report on implementation of voting for amendments to the Constitution and Bylaws through COVE, and the time-line for the voting process.

Sen. Knofczynski: in conversations with CIS, they need about two working days notice to make electronic voting possible. The goal is to have the amendment process in place by March.

c. Second Reading of Bylaws for Interdisciplinary Studies Committee Bylaws
(App D)

Approved

Senator Hollinger: motion to amend membership to 2 years.

Approved.

V. New Business

a. Elections Committee – update on the elections process for Senators.

Sen. Scott: by January 15, the Elections Committee intends to have the list of pending vacant senate seats to department heads. We need to get the elections underway by March, with the slate of senate officers available by April; but, that seems a bit late so we'll encourage earlier development of those slates. This'll be done by Survey Monkey again. Last year's memo will go out again. We will need the senators-elect in place before the officer slate is constructed, in case any in-coming senators are to be considered for nominating to officer positions.

Pres. Hampton: Please remind dept chairs that senators need to be avail from 3 – 5 p.m. the second Monday of each month.

b. Resolution (App E)

Sen. LeFavi: this resolution has been created in an attempt to address the recurring issue of ex-officio membership and the expressed trepidation of junior faculty to speak freely to this body with ex-officio members present. Additionally, the language tries to reconcile the conflicting sentiments regarding how to react to faculty concern: either vote to remove ex-officio or ignore faculty concerns, neither of which seems most officious to the whole body. I don't know if I have this best worded. Then again, too specific language can get difficult as well. So this is what I bring, in the hope this issue can be put to bed.

Sen. Taggart: what does this accomplish that our extant mechanisms do not?

Sen. LeFavi: two things. One, this is specific to the senate. Two, mediator John Kraft says that we really don't have mechanisms in place for faculty to follow. And this kind of resolution could support the evolution and creation of such a mechanism.

Sen. Hollinger: this seems to be stating the obvious. Also it's based on a survey that again we said was non-representational. And a survey that was unclear. We do have a grievance committee.

Sen. Carpenter: you're right, there wasn't much response. But the ones that did respond clearly feel inhibited. And I tend to go with Bob on this, if something like this increases comfort level – what do we have to lose?

Sen. Mincer: you took the words out of my mouth.

Sen. Craven: who got the survey? Full time, junior, staff? We didn't see the distribution list. The validity hasn't been significantly established.

Sen. Knofczynski: I sent it to faculty senators with direction they disseminate to faculty members only. So that's what I'm assuming was the response.

Sen. Price: seems to me this is not so much a validity of measure issue as an issue of inclusion. And the resolution seems concerned with that.

Sen. Winterhalter: what is, then, the burden on the senate to protect / support all opinion; considering it as a material reality and not philosophical position?

Sen. LeFavi: I appreciate that. It is hard to give this teeth.

Sen. Price: it'll be difficult to link action to reaction. Any administrator worth their salt knows how to strike blows without leaving bruises.

Sen. Moore: I have some concerns: "we recognize we're the voice of the faculty..." from the pre amble. Don't accept a senatorial position if you are not willing to speak. Maybe we should create a mission statement as part of the constitution

Sen. Childress: what your trying to do is wonderful but if I come in here and run my mouth and it gets back to my dean and there are repercussions how can that be linked? There is a line of inquiry at this campus and it has consequences, no matter what we write.

Sen. Price: perhaps what's needed here is an accompanying statement from the administrators articulating parallel values.

Sen. Logan: I see this as a step in the right direction.

Sen. LeFavi: this resolution is meant to address real concerns from real people it is not meant to be a legal protection. It is meant to memorialize the obvious.

Sen. Childress: I would feel terrible not to vote for it. If it would help one person.

Sen. Craven: motion to amend the Resolution by deleting the third and fourth "Whereas" Statements.

Passed. 28 to 0. 3 abstentions.

Sen. Price: Motion to change first "senator" of the third paragraph to "senator or faculty," And end statement at word "resolution," and use "unequivocally" only.

Passed.

Pres. Hampton: now to vote on to the resolution itself.

Passed 27 to 4

c. Sen. Nivens: our dept is having issue with Registrar's inability to wash out students who haven't had correct pre-requisites. Also, post-baccalaureate transcripts are NOT checked.

Remanded to Steering Committee.

VI. Adjournment 4:09

Respectfully Submitted,
Jewell Anderson

Appendix A

Senators Present	Senators Absent
<p><u>College of Education</u> Linda Ann McCall Marsha Moore Brenda Logan Mike Mahan Beth Childress</p>	<p><u>College of Education</u> Greg Wimer, Alt. Mike Lariscy</p>
<p><u>College of Health Professions</u> April Garrity Bob LeFavi Alice Adams Laurie Bryant Michelle Butina Helen Taggart Pam Mahan Carole Massey Andi Beth Mincer Gloria Strickland Rhonda Bevis</p>	<p><u>College of Health Professions</u> Pamela Mahan, Alt. Marilyn O'Mallon</p>
<p><u>College of Liberal Arts</u> Kevin Hampton John Jensen Ned Rinalducci Rick McGrath Mike Price Karen Hollinger Jack Simmons Hans-Georg Erney Teresa Winterhalter</p>	<p><u>College of Liberal Arts</u> Daniel Skidmore-Hess, Alt. Becky daCruz James Todesca, Alt. Barbara Fertig</p>
<p><u>Library</u> Jewell Anderson Kate Wells</p>	<p><u>College of Science and Technology</u> Frank Katz, Alt. Azita Baharami</p>
<p><u>College of Science and Technology</u> Kathryn Craven Scott Mateer Delana Nivens Suzanne Carpenter Daniel Liang Priya Goeser Carolyn Smith Greg Knofsczynski Vann Scott</p>	<p>Guest Stephen Jodis</p>
	<p>Ex-Officio Present Ellen Whitford, VPAA Russell Watjen, Assoc. VPAA Shelley Conroy, Dean COHP Mark Finlay, on behalf of Dean COLA George Shields Dean, COST Patricia Wachholz, Dean COE</p>

Appendix B

Please see the curricular items from January 20, 2010, from the University Curriculum Committee at [this link](#). Thank you.

Appendix C

Graduate Affairs Committee Curriculum Actions August 26, 2008-May 5, 2009

I. August 26, 2008

No items

II. September 2008

No meeting

III. October 2, 2008

The following items were presented and approved:

Cyber Security and Affairs Program of Study

Course Number	Select any three of the following four Required Courses - 9 s.h.	Hrs
CRJU 7862	Special Topics in Criminal Investigations in Cyber Security	3
CRJU 7863	Assessment of Steganography	3
CRJU 7864	Rules of Evidence/Legal Aspects of Cyber Security	3
CRJU 7865	First Responder Tools and Application	3
	Total Semester Hours	9

IV. November 11, 2008

The following items were presented and approved:

1. Nursing 8855 Satisfactory/Fail was changed to reflect an actual grade.
2. In an administrative clean up of course numbers used in the registrar's office, course numbers were disabled and changed so that the system could recognize course numbers.

V. December 2008

No meeting

VI. January 13, 2009

No items

VII. February 10, 2009

The following items were presented and approved:

Modify the Following course:

ENGL 5350U/G **Topics in African American Literature** 3-0-3

Description: ~~African American literature, with emphasis on historical, philosophical, and cultural contexts.~~ **Thematic approach to African American literature, with emphasis on historical, philosophical, and/or cultural contexts.** Topics such as ~~the oral tradition, autobiographies, the Harlem Renaissance, literary criticism and theory~~ **religion, migration, the oral tradition, autobiography, popular culture, rhetoric, civil rights, slavery, sexuality, or literary theory.**

Rationale: At this time the department's African American Literature offerings are very limited. With the addition of faculty expertise in the field, the department seeks to broaden its offerings. This modification and addition of these courses represent that intention. With the proposal of the new lower-level survey course, ENGL 5350 can now function as a "special topics" or thematic course in which the instructor can tailor the syllabus to a focused, critical, in-depth exploration of one aspect of African American Literary history. Hence, the change from "and" to "or" in the new course description.

Create the following course:

ENGL 5355 U/G **Black Women Writers** 3-0-3

Undergraduate Prerequisite: ENGL 2100 or permission of department head

Graduate Prerequisite: permission of instructor or department head

Description: **Writing by Black women. Topics may include race, class, and gender; history and society; literary and social criticism; political discourse; or Black feminist theory.**

Rationale: This course is needed to address the large field of study devoted to Black Women's experience globally—as reflected in political, artistic/creative, theoretical, longstanding national curricular trends in Black Women's Studies, but also to the AASU student body demographic. Course will be included in GWST and AFAS as well. Course has cultural currency and relevancy. Graduate students enrolled in the course will be required to complete a longer research essay showing understanding of a theoretical approach discussed in class. Graduate students will lead a class discussion related to class readings.

CURCAT:

Major Department: Languages, Literature, and Philosophy

Can course be repeated for additional credit? No

Maximum number of Credit Hours: 3

Grading Mode: Normal
Instruction Type: Lecture

Create the following course:

HIST 5150U/G Topics in Middle Eastern History 3-0-3

Undergraduate Prerequisites: HIST 1111 or HIST 1112 or HIST 1112H or Permission of instructor

Graduate Prerequisites: None

Description: Detailed analysis of a specific problem, theme, or topic in Middle Eastern history. May be repeated as topics vary.

Rationale: Topics in Middle Eastern History will round out the series of 5000 level topics courses in non-western history that the department offers. Currently, only three other topics courses in non-western history exist: Topics in African History, Topics in Asian History, and Topics in Latin American History. Students taking the course for graduate credit will be required to complete more extensive research projects than their undergraduate counterparts.

Effective Term: Spring 2009

CURCAT:

Major Department: History

Can course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 6

Grading Mode: normal

Instruction Type: Seminar or colloquium

Modify the following course:

HIST 5690U/G Topics in American Thought and Culture

Rationale: This was the original title of the course when first proposed.

Effective Term: Fall 2009

Modify the following course titles and descriptions:

1. PSYC 5060U/G Basic Behavior Principles and Behavior Modification
Change 3-0-3

Undergraduate Prerequisite: PSYC 1101 or PSYC 1101H

Graduate Prerequisite: Acceptance to the Graduate School or baccalaureate degree in psychology.

Description: Basic principles of behavior analysis, the definition and characteristics of applied behavior analysis, and behavior change procedures, including positive and negative reinforcement, schedules of reinforcement, punishment, imitation, shaping and chaining

extinction, differential reinforcement, and antecedent interventions. Underlying behavior change, with particular focus on the acquisition and maintenance of desirable behaviors and the reduction or elimination of undesirable behaviors.

2. PSYC 5061 U/G Advanced Behavioral Assessment 3-0-3
Undergraduate Prerequisite: PSYC 5060U
Graduate Prerequisite: PSYC 5060U or 5060G; and acceptance to the Graduate School or baccalaureate degree in psychology.

Description: **Measurement of behavior, displaying and interpreting behavioral data, experimental evaluation of interventions, selecting intervention outcomes and strategies, behavioral assessment, and ethical considerations. Includes selecting and defining target behaviors, examination of single-subject experimental designs, planning and evaluating behavior analysis research, functional behavior assessment, and a practicum experience.** ~~Methods of observing and measuring human behavior; collecting, analyzing, summarizing, and presenting behavioral data; and verifying outcomes experimentally. Includes examination of single-subject experimental designs, the ethics of behavioral assessment, and a practicum experience.~~

3. PSYC 5062U/G Advanced Behavior Change Techniques 3-0-3
Undergraduate Prerequisite: PSYC 5061U
Graduate Prerequisite: PSYC 5061U or PSYC 5061G; and acceptance to the Graduate School or baccalaureate degree in psychology.

Description: Seminar **course** in which students design, implement, and evaluate behavior change programs **to practice selection of intervention outcomes and strategies, behavioral measurement and assessment, use behavior change procedures and systems support.** Includes a comprehensive survey of recent literature on applied behavior analysis in clinical, educational, vocational, and social settings and examination of ethical issues surrounding behavior change programs.

Rationale: Our department desires to obtain pre-approval from the national board for our three-course sequence in applied behavior analysis (PSYC 5060U/G, 5061U/G, and 5062U/G) so that students who successfully complete the courses (along with other requirements) would be eligible to apply to take the national exam to be certified as a Board Certified Associate Behavior Analyst (BCaBA). In order to obtain pre-approval for our courses, the course descriptions must explicitly list each element/content area required by the board.

Effective date: Spring 2009

Create the following course:

CSCI 7835 Image Processing (3-0-3)

Prerequisite: CSCI 5410 or equivalent.

In depth study of digital image fundamentals and digital image processing including, image enhancement techniques in both spatial and frequency domains; image restoration, compression, and segmentation; representation, description, and object recognition; color and morphological image processing.

Rationale: Image processing provides a foundation for diagnostic medical imaging, robotics, computer vision, pictorial mining, security, and bioinformatics all of which are in high demand by governments, educational institutions, industries, and private and public organizations.

Effective Term: Spring 2009

CURCAT:

Major Department: Computer Science

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Create the following course:

**SMED 7075- Program Design and Advanced Training
Techniques (3-0-3)**

Prerequisites: SMED 5070 G

Description: An advanced course examining principles of program design, current concepts regarding periodized training and the physiological adaptations in response to power, plyometrics, speed and agility training. Practical mastery as well as theoretical understanding will be required.

Rationale: We are seeking to align our curriculum to meet the recognition standards set forth by the National Strength and Conditioning Association.

Effective Term: Spring 2009

CURCAT:

Major Department: Health Sciences, MSSM Program

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: normal

Instruction Type: lecture

Modify Program of Study:

Required Courses – 21 hours

SMED/PECI 5060G – Physiological Foundations of Sports & Physical Activity

SMED 7400 – Biomechanics of Musculoskeletal Injury

SMED/PECI 5070G – Theory and Methodology of Strength & Conditioning

PUBH 8710 – Research Methods

PUBH 7200 – Biostatistics

SMED 8900 – Thesis/Professional Project in Sports Medicine 1

SMED 8910 - Thesis/Professional Project in Sports Medicine 2

~~Human Performance Concentration -~~

Strength and Conditioning Concentration 9 12 semester hours

SMED 5005 – Musculoskeletal Basis of Exercise

SMED 5015 – Assessment and Evaluation Musculoskeletal Injuries

SMED/PECI 5080G – Performance Evaluation and Exercise Testing

SMED 7075 – Program Design and Advanced Training Techniques

Advanced athletic Training Concentration – 9 12 semester hours

PUBH 7110 – Epidemiology

SMED 5055G - Pathophysiology of Sport-related Illness and Rehabilitation

SMED 7010 – Injury Prevention and Risk management in Sports Medicine

SMED 7990 – Special Topics in Sports Medicine (Advanced Evaluation and Rehab)

~~SMED 7990 – Special Topics in Sports Medicine (Injury Prevention)~~

Electives – 6 3 semester hours

SMED 5090G – Nutritional Issues in Sports Medicine

PUBH 5555G – Health and Human Performance

PEEC 5580G – Physical Activity and the Older Adult

SMED 5940G – Internship Strength & Conditioning

SMED 7050 – Drugs and Ergogenic Aids in Sports Medicine

SMED 7700 – Self Directed Student Research in Sports Medicine

SMED 7800 – Psychosocial Iss. In Sports Medicine & Phys Activity

SMED 8100 – Organizational Leadership in Sports Medicine

SMED 8475 – Internship in Sports Medicine

SMED 8810 – Cardiopulmonary & Pathophysiology, Exercise and Rehab

- The new route for graduate curriculum items going to the graduate curriculum committee are as follows: All 6000+ courses must be reviewed by the respective college dean prior to submission to the graduate curriculum committee.
- Motion was made, seconded, and the following statement was approved:
If college deans choose to send graduate curriculum items to their college committees for review; the reviewing college committee members must hold associate or full graduate faculty status until further notice from the Graduate Faculty Status Committee. Drs. Murphy, Coberly and the GFM committee will review the procedure.

VIII. March 10, 2009

The following items were presented and approved:

I. College of Education

A. Middle Grades Secondary Education

Change the prerequisite for the following course:

1. EDUC 6200 CURRICULUM, INSTRUCTION, AND ASSESSMENT
3-0-3 *Prerequisites: EDUC 6000, EDUC 6100 and admission to Candidacy in a department within the College of Education.* Overview of the best practices associated with the design of curriculum, the planning and implementation of instruction, and the skills necessary to design authentic assessment materials

Change to: Pre-requisites/Co-requisites EDUC 6000, EDUC 6100
Delete Admission to candidacy in a department with the College of Education

Rationale: This course will accommodate the full-time graduate student seeking candidacy in an MAT program.

Effective date: **Fall 2009**

2. **Delete the following courses:**

~~MGED 7200—Teachers, Environment, and Free Enterprise Institute V V
(1-6)~~

~~MGED 7811—Provisional Internship I—3-6-3~~

~~MGED 7812—Provisional Internship II—3-6-3~~

Rationale: These internships are no longer offered. MGED 7200 is no longer offered.

Effective date **Fall 2009**

3. **Delete the following courses:**

- ~~SCED 7120~~ Principles and Problems in Business Education 3-0-3
- ~~SCED 7130~~ Advanced Office Administration
- ~~SCED 7140~~ Modern Techniques and Current Issues in Secretarial Subjects 3-0-3
- ~~SCED 7150~~ Modern Techniques and Current Issues in Basic Bookkeeping 3-0-3
- ~~SCED 7160~~ History and Philosophy of Business Education 3-0-3
- ~~SCED 7170~~ Organizational and Administration of Cooperative Work Experience Programs in Vocational Business Education 3-0-3
- ~~SCED 7190~~ Business Research Writing 3-0-3
- ~~SCED 7200~~ Teachers, Environment, and the Free Enterprise Institute 3-0-3
- ~~SCED 8010~~ Dynamics of American Economy 3-0-3
- ~~SCED 8020~~ Personal Finance 3-0-3
- ~~SCED 8030~~ Economics USA 3-0-3
- ~~SCED 8040~~ Teaching Economics in American History 3-0-3

Rationale: Courses are not being scheduled and taught. The College of Education no longer offers a program for Business education certification.

Effective Date: **Fall 2009**

Proposed CURCAT Changes

- I. College of Education
- B. Health and Physical Education

1. **Create the following course:**

PECI 6000 Physical Activity in Youth 3-0-3

Prerequisites: None

Description: An in-depth examination of the personal, social and environmental determinants of physical activity patterns that explain the rising obesity rates and related health issues in youth.

Rationale: Given the rising rates of obesity in youth, it is particularly important for physical educators to understand and respond to current health trends.

Effective Term: Summer 2009

CURCAT:

Maximum Number of Credit Hours: 3
Grading Model: Normal
Instruction Type: Lecture

4. Create the following course:

PECI 6040 Global Sport History 3-0-3

Prerequisite: None

Description: This course studies the development of sport across a number of cultures and explores its impact on societies. This course will assist the physical educator to predict future trends.

Rationale: Examining the history of sport can teach us about social changes and about the nature of sport itself and encourage students to consider the influence of history on the future of sports.

Effective Term: Summer 2009

CURCAT:

Major Department: Health and Physical Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Model: Normal

Instruction Type: Lecture

5. Create the following course:

PECI 7010 Adaptive Physical Education 3-0-3

Prerequisite: None

Description: This course will assist the physical educator in curriculum and program development that will promote participation and learning outcomes for students with disabilities in general physical education classes and sports with necessary accommodations and modifications. Curriculum and program development, legislative considerations, and various instructional strategies will be presented.

Rationale: The Adaptive Physical Education (APE) course adheres to the National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID). APE provides education that is developmentally appropriate for all individuals. This course will address the approaches for including students with disabilities into general physical education classes and sports with necessary accommodations and modifications. Adapted physical education, recreation, and sport activities will be presented and discussed.

Effective Term: Summer 2009

CURCAT:

Major Department: Health and Physical Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Model: Normal

Instruction Type: Lecture

6. Create the following course:

PECI 7030 Instructional Strategies and Design in Health and Physical Education 3-0-3

Prerequisite: None

Description: Investigates the specific foundation of teaching methods, content, organization, and evaluation of health and physical education programs in schools. This course will examine interdisciplinary teaching models that can be used as guides for organizing content, collaborating with others, and creating meaningful activities that impact student learning.

Rationale: The course will assist the physical educator in developing comprehensive and successful health and physical education programs and effective instructional strategies that promote learning outcomes.

Effective Term: Summer 2009

CURCAT:

Major Department: Health and Physical Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Model: Normal

Instruction Type: Lecture

7. Create the following course:

PECI 7040 Movement Education 3-0-3

Prerequisite: None

Description: A study of fundamental movement concepts and skill themes with an emphasis on promoting desirable self-concepts and realistic self-images in young children.

Rationale: This course will assist the physical educator in providing children with frequent and meaningful age-appropriate opportunities promoting the development of functional understanding of movement concepts and building competence and confidence in their ability to perform a variety of motor skills.

Effective Term: Summer 2009

CURCAT:

Major Department: Health and Physical Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Model: Normal

Instruction Type: Lecture

8. Modify the Program of Study for the Master of Arts in Teaching – Middle Grades Education

Required Courses:

Major Field Courses	11 hours
EDUC 6000 Professional Orientation to Teaching	3
EDUC 6100 Technology Application for Teachers	2
EDUC 6200 Curriculum, Instruction, and Assessment	3
EDUC 6300 Educating Students with Disabilities in the General Education Classroom	3
Middle Grades Courses	18 16 hours
MGSE 6000 Middle Level theory and Practice	2 3
MGSE 6100 Understanding the Nature and Needs of the Adolescent Learner	2 3
MGSE 6300 Best Practices & Research in Middle Grades Education	3 1
MGSE 6400 Classroom management	3
MGSE 6500 Instructional Approaches to Reading and Writing Across the Curriculum	3
MGED 6750 Internship	3
Methods Courses	6 hours
MGSE 5300G, MGSE 5400G, MGSE 5500G, and/or MGSE 5600G	
Total Semester hours	33 hours

IX. April 14, 2009

No items

X. May 5, 2009

The following items were presented and approved:

COLLEGE OF LIBERAL ARTS

The following courses were presented for modification and changes to the MALPS Program

Master of Arts in Liberal and Professional Studies Program of Study

30 credit hours

12 hours from MALPS core courses

12 hours from Track area courses

3 hours from an approved elective

3 hours from MALPS 8200 (comprehensive project)

30 hours total

REQUIRED MALPS CORE COURSES (12 hours)

COMM 7200 Organizational Communication in Diverse Contexts

ENGL 7100 Professional Communication Strategies

PHIL 7100 Professional and Applied Ethics

SOCI 7100 Critical Thinking Skills and Methods of Applied Research

COMMUNICATIONS TRACK (12 hours)

COMM 5050G Interpersonal Communication in the Workplace

COMM 5100G Communication Theory

COMM 5200G Nonverbal Communication

COMM 5500G Communication Between the Genders

COMM 7500 Topics in Communication

ENGL 5730G Rhetoric

PSYC 5150G Conflict Resolution

GENDER & WOMEN'S STUDIES TRACK (12 HOURS)

Required Course:

GWST 5700G Perspectives in Feminist Theory

~~ARTS 5760G History of Photography~~

~~ARTS 5770G Art and Identity~~

Choose at least three:

ENGL 5340G Literature by Women

ENGL 5355G Black Women Writers

FILM 5025G Popular Culture Theory and Criticism

GWST 5000G Topics in Gender and Women's Studies

GWST 5500G Topics in Women's Leadership

GWST 7900 Directed Readings

HIST 5660G Topics in the History of Women and Gender

PUBH 5570G Women and Minority Health Issues

PUBH 5575G Human Sexuality

SOCI 5600 The Sociology of Gender

LEADERSHIP STUDIES TRACK (12 hours)

ADMT 7400 Human Resource Management

ADMT 7410 Organization Theory and Organizational Behavior
ADMT 7430 Principles of Financial Management For Effective Leadership
GWST 5500G Topics in Women's Leadership
LEAD 7100 Organizational Dynamics in Multicultural Societies
LEAD 7200 Leadership in the Public Arena: From Ideas to Action
LEAD 7300 Selected Issues in Leadership Studies
MHSA 8500 Leadership Seminar
POLS 5535G Public Leadership and Ethics in Theory and Practice
PSYC 5150G Conflict Resolution
PSYC 5200G Industrial/Organizational Psychology
PSYC 5300G Leadership and Group Dynamics

INTERNATIONAL STUDIES TRACK (12 hours)

ECON 5200G International Trade
ECON 5310G International Finance
HIST 5100G Topics in Latin American History
HIST 5200G Topics in African History
HIST 5250G Topics in Asian History
HIST 5300G History of Russian/Soviet Foreign Policy

HIST 5540G Topics in US Foreign Relations

POLS 5130G Political Terrorism
POLS 5210G International Law
POLS 5220G Theory of International Relations
POLS ~~5230G~~ 5291G Constitutional Law of Foreign Policy
POLS 5250G International Organizations
POLS 5260G Media and Politics in Latin America
POLS 5270G Intelligence and National Security Policy
POLS 5280G Seminar in Global Politics
POLS 5290G American Foreign Policy
POLS 5291G Constitutional Law of Foreign Policy
POLS 5420G Politics of the Middle East

POLS 5520G Comparative Judicial Systems

POLS 5430G Governments of Africa
POLS 5440G Latin American Politics
POLS 5440G/SOCI 5450G Political Sociology of Nationalism
POLS 5460G Governments of East Asia
POLS 5490G Political Transformation of the Former Soviet Union
POLS 5510G Third World National Security
POLS 5535G Public Leadership and Ethics in Theory and Practice
POLS 5560G Comparative Foreign Policy

OTHER REQUIREMENTS (6 hours)

XXXX ##### Approved elective
MALPS 8200 Comprehensive Project

Master of Arts in Liberal and Professional Studies Request for program changes

Rationale for changes:

Making GWST 5700G Perspectives in Feminist Theory required in the MALPS Gender and Women's Studies Track.

The MALPS coordinator and GWST coordinator agree that a cornerstone course in feminist theory is needed if one wishes to earn a degree in Gender and Women's Studies. This change does not alter the overall number of credits required for the MALPS degree.

Adding ENGL 5355G – Black Women Writers to the MALPS Gender and Women's Studies Track.

This course broadens the Gender and Women's Studies track offerings to include a survey of literature written from a minority and global perspective. This change does not alter the overall number of credits required for the MALPS degree.

Adding SOCI 5600 G The Sociology of Gender to the MALPS Gender and Women's Studies Track.

This course broadens the Gender and Women's Studies track offerings to include sexuality from a sociological perspective. This change does not alter the overall number of credits required for the MALPS degree.

Deleting ARTS 5760G History of Photography and ARTS 5770G Art and Identity
These courses were designed for a specific faculty member to teach and that person is, sadly, no longer with us. There are no prospects for teaching these courses. The department of Art, Music, and Theater will address these courses in their time, and have no issue with them being deleted from the MALPS Gender and Women's Studies Track. This change does not alter the overall number of credits required for the MALPS degree.

Adding HIST 5540G Topics in US Foreign Relations and POLS 5520G Comparative Judicial Systems to the MALPS International Studies track.

Both courses add new academic elements to the International Studies track. This change does not alter the overall number of credits required for the MALPS degree.

Changed course number from POLS 5230G to POLS 5291G in the MALPS International Studies track.

The home department of this course changed the number already. This change does not alter the overall number of credits required for the MALPS degree.

COLLEGE OF LIBERAL ARTS

The following courses were presented for History

HIST 7410 COLLOQUIUM IN NON-WESTERN HISTORY 3-0-3

Description:

Small, writing-intensive course ~~that addresses a particular topic or theme through readings and the writing of critical essays.~~ **using readings and discussion of the history and historiography of a given topic or theme in Non-Western History.** May be repeated as topic/theme varies.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

CURCAT:

Major Department: History

Can course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 3

Grading Mode: normal

Instruction Type: seminar or colloquium

HIST 7420 COLLOQUIUM IN EUROPEAN HISTORY 3-0-3

Description:

Small, writing-intensive course ~~that addresses a particular topic or theme through reading and writing of critical essays.~~ **using readings and discussion of the history and historiography of a given topic or theme in European History.** May be repeated as topic/theme varies.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

CURCAT:

Major Department: History

Can course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 3

Grading Mode: normal

Instruction Type: seminar or colloquium

HIST 7430 COLLOQUIUM IN AMERICAN HISTORY 3-0-3

Description:

Small, writing-intensive course ~~that addresses a particular topic or theme through reading and writing of critical essays.~~ **using readings and discussion of the history and historiography of a given topic or theme in American History.** May be repeated as topic/theme varies.

Rationale:

Revised description distinguishes colloquia from seminars.
Effective term: Fall 2009

CURCAT:

Major Department: History
Can course be repeated for additional credit? Yes
Maximum Number of Credit Hours: 3
Grading Mode: normal
Instruction Type: seminar or colloquium

HIST 7570 SEMINAR IN EUROPEAN HISTORY 3-0-3

Description:

~~Small, writing-intensive~~ Course that addresses a particular topic or theme **in European History** through research in primary and secondary sources and ~~culminate in a significant piece of historical scholarship.~~ **the writing of a critical research essay.** May be repeated as topic/**theme varies vary.**

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

CURCAT:

Major Department: History
Can course be repeated for additional credit? Yes
Maximum Number of Credit Hours: 3
Grading Mode: normal
Instruction Type: seminar or colloquium

HIST 7580 SEMINAR IN AMERICAN HISTORY 3-0-3

Description:

~~Small, writing-intensive~~ Course that addresses a particular topic or theme **in American History** through research in primary and secondary sources and ~~culminate in a significant piece of historical scholarship.~~ **the writing of a critical research essay.** May be repeated as topic/**theme varies vary.**

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

CURCAT:

Major Department: History
Can course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 3
Grading Mode: normal
Instruction Type: seminar or colloquium

HIST 7590 SEMINAR IN NON-WESTERN ~~RUSSIAN~~ HISTORY 3-0-3

Description:

~~Small, writing-intensive~~ Course that addresses a particular topic or theme **in Non-Western History** through ~~research in primary and secondary sources and culminate in a significant piece of historical scholarship.~~ **the writing of a critical research essay.** May be repeated as topic/**theme varies vary.**

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

CURCAT:

Major Department: History
Can course be repeated for additional credit? Yes
Maximum Number of Credit Hours: 3
Grading Mode: normal
Instruction Type: seminar or colloquium

COLLEGE OF HEALTH PROFESSIONS

The following courses were presented for Health Sciences:

Health Sciences:

1. Add prerequisite:

SMED 5060U – Physiological Foundations of Physical Activity 3-0-3

Prerequisite: BIOL 2081 and BIOL 2082 with a grade of B or better.

Rationale: Faculty members teaching SMED 5060U have consistently found that students do not have a sufficient understanding of anatomy and physiology to perform well in this course. The requirement that students earn a B or better is consistent with other higher-level SMED courses.

Effective Term: Spring 2009

2. Add prerequisite:

SMED 5070 U – Theory and Methodology of Strength and Conditioning 3-0-3

Prerequisite: BIOL 2081 and BIOL 2082 with a grade of B or better and successful completion of SMED 5005U.

Rationale: Faculty members teaching SMED 5070U have consistently found that students do not have a sufficient understanding of anatomy and physiology to perform well in this course. The requirement that students earn a B or better is consistent with other higher-level SMED courses. Additionally faculty teaching SMED 5070U have come to view the information in SMED 5005U as vital to successful performance in SMED 5070U and request SMED 5005U be made an official pre-requisite.

Effective Term: Spring 2009

Perquisites for these two courses effective summer 2009.

MHSA

3. Modify the following course:

Course Number: MHSA 7300

Course Title: ~~Accounting Principles for Health Services Organizations 3-0-3~~ to Reimbursement and Insurance Principles for Health Care Organizations 3-0-3

Course Description: The first part of this course will provide students with an introduction and understanding of ~~accounting~~ **reimbursement and insurance** principles, concepts, and techniques that guide healthcare organizations and providers. The second part of this course will provide students with an introduction and understanding of public and private health insurance, including: a history of the insurance industry; problems of adverse selection and moral hazard; managed care and purchasing of health services; insurance regulation; and the role of employer-sponsored health insurance, Medicare, and Medicaid.

Rationale: Recently revised program accreditation criteria mandate an increased level of coverage on insurance-related topics, most of which would now be included in this revised course.

Effective Term: Fall 2009

4. Modify the program of study for MHSA:

PUBH 7100	Foundations of Public Health and Administration	3
PUBH 7110	Epidemiology	3
MHSA 7200	Statistical Applications for HC Management	3
MHSA 7300	Accounting Principles for Health Services Org.	3
MHSA 7300	Reimbursement and Insurance Principles for Health Care Organizations	3
MHSA 7650	Human Resources Management in Healthcare	3
MHSA 7700	Quality Management Methods in Healthcare	3

MHSA 8610	Health Care Economics	3
MHSA 8625	Health Informatics	3
MHSA 8630	Health Care Financial Management	3
MHSA 8635	Health Politics and Policy	3
MHSA 8500	Leadership Seminar	3
MHSA 8650	Operations Management Methods in Healthcare	3
MHSA 8861	Organization Theory/Organizational Behavior HC	3
MHSA 8864	Legal Environment of Healthcare	3
MHSA 8870	Managerial and Biomedical Ethics HC	3
MHSA 8880	Strategic Mgmt. Health Services Org. I	3
MHSA 8890	Strategic Mgmt. Health Services Org. II	3
Total Didactic Hours		51
MHSA 8911	Health Services Administration Practicum I and	1
MHSA 8912	Health Services Administration Practicum II	1
OR		
MHSA 8900	Internship/Residency in Health Services Admin.	2
OR		
MHSA 8920	Health Services Admin. Research Practicum	2
Total Experiential Hours		2
Total Program Hours		53

Effective Term: Fall 2009

COLLEGE OF HEALTH PROFESSIONS

The following courses were presented for Nursing:

After a brief discussion, a friendly amendment was added to change the term Delete to De-Activate

- 1. ~~Delete~~ De-Activate the following track: Clinical Nurse Leader (CNL).**

Rationale: Interest in the track never developed despite extensive collaboration with area hospitals as it was formulated. Courses were never taught due to zero enrolment. Due to lack of interest, the Graduate Nursing Program Committee has recommended discontinuation of the Clinical Nurse Leader Track.

Effective Term: Summer 2009

2. **Delete De-Activate the following course:**
NURS 8820 (Clinical Nurse Leader I) (1-15-4)
Rationale: This course will no longer be needed once the Clinical Nurse Leader Track is discontinued.

Effective Term: Summer 2009

3. **Delete De-Activate the following course:**
NURS 8821 (Clinical Nurse Leader II) (1-20-5)
Rationale: This course will no longer be needed once the Clinical Nurse Leader Track is discontinued.

Effective Term: Summer 2009

4. **Delete De-Activate the following track:**
Post Masters Pediatric Nurse Practitioner (PNP).
Rationale: Although there has been occasional interest in the PNP track, no qualified faculty has been found to teach the track since it was originally taught with 2 students by a Family Nurse Practitioner. Additionally, AACN accreditation now expects faculty with a pediatric specialty focus to teach pediatric courses.

Effective Term: Summer 2009

5. **Delete De-Activate the following course:**
NURS 8831 (Clinical Reasoning) (3-0-3)
Rationale: This course will no longer be needed once the Post Masters Pediatric Nurse Practitioner (PNP) track is discontinued.

Effective Term: Summer 2009

6. **Delete De-Activate the following course:**
NURS 8832 (Primary Care of Well Children & Families)
(12-16-6)
Rationale: This course will no longer be needed once the Post Masters Pediatric Nurse Practitioner (PNP) track is discontinued.

Effective Term: Summer 2009

7. **Delete De-Activate the following course:**
NURS 8833 (Primary Care of Children with Common Health Problems).
(2-20-6)
Rationale: This course will no longer be needed once the Post Masters Pediatric Nurse Practitioner (PNP) track is discontinued.
Effective Term: Summer 2009

****The College of Health Profession's Graduate subcommittee voted to approve the deletion of the Clinical Nurse Leader (CNL) and the Post Masters Pediatric Nurse Practitioner (PNP) tracks along with the courses listed above**

COLLEGE OF SCIENCE AND TECHNOLOGY

The following course was presented for Biology:

Biology

1. Delete the following courses:

~~BIOL 5810G HUMAN PHYSIOLOGY~~ ~~3-0-3~~

Rationale: BIOL 5810G is a course that cannot be used as a biology elective by majors. BIOL 5810G has not been offered since the 2000-2001 academic year. Dr. Ronald Beumer (retired) taught the course to a small number of area health care professionals who needed graduate credit for job advancement.

Effective term: Fall 2009

COLLEGE OF EDUCATION

The following courses were presented for Middle and Secondary Education

Proposed CURCAT Changes

I. College of Education

C. Middle and Secondary Education

1. Change the following pre-requisites and co-requisites:

MGSE 5300G Content Methods Language Arts 3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGSE 6100~~

~~Co-requisites: MGSE 6300, MGSE 6400~~

Description: Methods, content, and materials focusing on literature and the communicative arts for adolescent learners.

Directed field experience required

MGSE 5400G Content Methods Social Studies 3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGE 6100~~

~~Co-requisites: MGSE 6300, MGSE 6400~~

Description: Methods, content, and materials focusing on the teaching of the social studies for adolescent learners.

Directed field experience required

MGSE 5500G Content Methods Science

3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGE 6100~~

~~**Co-requisites:** MGSE 6300, MGSE 6400~~

Description: Methods, content, and materials focusing on the teaching of science for adolescent learners.

Directed field experience required

MGSE 5600G Content Methods Middle Grades Mathematics

3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGE 6100~~

~~**Co-requisites:** MGSE 6300, MGSE 6400~~

Description: Topics in the teaching of mathematics for pre-service middle level teachers. Focus on how to teach mathematics, developing of problem solving skills, and critical thinking in mathematics.

Directed field experience required

Rationale: The department discovered that the large number of prerequisites and co-requisites made it difficult for students to have a smooth matriculation through the program. Many of our students take one content methods course at a time and are blocked by courses having numerous prerequisites and/or co-requisites.

Effective Term: Fall 2009

2. Change pre-requisites.

Change course credits.

Change field experience requirement.

MGSE 6000 Middle Level Theory and Practice ~~2-2-2~~ 3-0-3

Prerequisites: Admission to the School of Graduate Studies, Advisor approval
~~EDUC 6000, EDUC 6100~~

Description: An examination of contemporary middle school theory, best practice strategies and, curriculum including current trends, issues, and models. Attention will be focused on middle school children, middle school teachers, integrated and interdisciplinary studies, standards-based curriculum, multiple assessments and the laws surrounding middle grades education. ~~Directed fields experience required~~

MGSE 6100 Understanding the Nature and Needs of the
Adolescent Learner

~~2-2-2~~ 3-0-3

Prerequisites: Admission to the School of Graduate Studies, Advisor approval
~~EDUC 6000, EDUC 6100~~

Description: An investigation of the developmental processes from birth through adulthood with an emphasis on adolescents. ~~Directed fields experience required~~

Rationale: Changing the courses from two to three hours of credit allows instruction to the requisite depth demanded by the course content. Removal of the prerequisites allows students a smooth transition through their courses of study. A field experience is no longer required in these courses.

Effective Term: Fall 2009

**3. Change pre-requisites.
Change course credits**

MGSE 6300 Best Practices and Research in Middle Grades Education ~~1-1-1~~ 1-V-1

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, ~~EDUC 6000, EDUC 6100, EDUC 6200, EDUC 5300, MGSE 6000, MGSE 6100~~

Description: Allows opportunity to engage in professional projects such as research projects, professional presentations, service learning projects, studies abroad, and other special projects directly relating to and impacting Middle Grades Education at the graduate level. Projects must be approved by the Department.

Rationale: The course was designed for the student that has been admitted into candidacy within the department to gain professional experience at any time during the program. The removal of the pre-requisites allows the student to transition through the program of study in an efficient manner. Changing the course to one hour of credit is a more accurate reflection of reasonable credit for the kinds of projects approved for this course.

Effective Term: Fall 2009

4. Change prerequisites and co-requisites.

MGSE 6400 Classroom Management 3-3-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, ~~MGSE 6000, MGSE 6100, MGSE 6500~~

~~Co-requisites: MGSE 6300 and (two content methods courses)~~

Description: Designed to explore the interaction between adolescent learners and teachers at the middle grades level with an emphasis placed on classroom management techniques. Directed field experience required.

Rationale: The department discovered that the large number of prerequisites and co-requisites made it difficult for students to have a smooth matriculation through the program. Many of our students take one content methods course at a time and are blocked by courses having numerous prerequisites and/or co-requisites.

Effective Term: Fall 2009

5. Change prerequisites and co-requisites.

Change course credits.

MGSE 6500 Instructional Approaches to Reading and Writing
Across the Curriculum ~~3-3-3~~ 3-0-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, **MGSE 6000, MGSE 6100**

Co-requisites: ~~MGSE 6300 and (two content methods courses)~~

Description: Investigation of literature and multimedia offerings appropriate for adolescent readers in all of the content areas.

Rationale: The department discovered that the large number of prerequisites and co-requisites made it difficult for students to have a smooth matriculation through the program. Many of our students take one content methods course at a time and are blocked by courses having numerous prerequisites and/or co-requisites. No field experience is required in this course.

Effective Term: Fall 2009

COLLEGE OF EDUCATION

The following courses were presented for Master of Arts in Teaching Middle Grades Education – These courses were previously approved Included in Agenda for Clarification of Hours

Master of Arts in Teaching – Middle Grades Education

III. Program of Study

Required Courses:

Major Field Courses	11 hours
EDUC 6000 Professional Orientation to Teaching	3
EDUC 6100 Technology Applications for Teachers	2
EDUC 6200 Curriculum, Instruction, and Assessment	3
EDUC 6300 Educating Students with Disabilities in the General Education Classroom	3
Middle Grades Courses	18 16 hours
MGSE 6000 Middle Level theory and Practice	2 3
MGSE 6100 Understanding the Nature and Needs of the Adolescent Learner	2 3
MGSE 6300 Best Practices & Research in Middle Grades Education	3 1
MGSE 6400 Classroom Management	3
MGSE 6500 Instructional Approaches to Reading and Writing Across the Curriculum	3

6. Correct typographical error.

~~MGED 6750 Internship~~

MGSE 6750 Internship	3
Methods Courses	6 hours
MGSE 5300G, MGSE 5400G, MGSE 5500G, and/or MGSE 5600G	
Total Semester hours	33 hours

COLLEGE OF EDUCATION

The following courses were presented for Special and Adult Education

- I. College of Education
 - D. Special and Adult Education

1. Change course prerequisites:

- a. **EEXE 7508 Strategies for Teaching Students with Multiple and Severe Disabilities** **3-0-3**
Prerequisites: ~~Permission of Instructor~~ . **EEXE 7507.**

Rationale: Prior to taking a methods course for students with multiple and severe disabilities, students should have knowledge of the characteristics of these learners. New course, EEXE 7507, provides the required characteristics course.

Effective Term: Fall 2009

2. Change Course Prerequisites and Hours:

- a. **EEXE 6031 Methods and Strategies for Teaching Reading and Written Expression** **~~3-0-3~~ 3-V-3**
Prerequisites: **Candidacy in the Department of Special and Adult Education and SPED 3010, EEXE 6034, EEXE 6130, EEXE 6790, EEXE 7001**

Rationale: Candidates are currently admitted into the program rather than the College of Education. Addition of prerequisite courses will provide the knowledge base required for this course. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

Effective Date: Fall 2009

- b. **EEXE 6032 Methods and Strategies for Teaching Mathematics and the Content Areas** **~~3-0-3~~ 3-V-3**
Prerequisites: **Candidacy in the Department of Special and Adult Education EEXE 6034, EEXE 6130, EEXE 6790, EEXE 7001**

Rationale: Candidates are currently admitted into the program rather than the College

of Education. Addition of prerequisite courses will provide the knowledge base required for this course. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

Effective Date: Fall 2009

- c. **EEXE 6400 Collaboration, Inclusion, and Transition Strategies** ~~3-1-3~~ **3-V-3**
Prerequisites: Candidacy in the Department of Special and Adult Education
EEXE 6130, EEXE 6406, EEXE 6790, EEXE 7001

Rationale: Candidates are currently admitted into the program rather than the College of Education. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course. The additional prerequisite courses have content that is needed to complete the critical assignment in EEXE 6400.

Effective Date: Fall 2009

- d. **EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities** ~~3-0-3~~
3-V-3
Prerequisites: Candidacy in the Department of Special and Adult Education and
~~CEUG 2100~~, EEXE 6034, EEXE 6130, EEXE 6790

Rationale: Candidates are currently admitted into the program rather than the College of Education. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course. The additional prerequisite courses have content which is needed to complete the critical assignment in EEXE 6406.

Effective Term: Fall 2009

- e. **EEXE 6750 Graduate Internship** **0-V-3**
Prerequisites: Admission into the College of Education Department of Special and Adult Education in the MAT in Special Education or the Special Education graduate teacher certification program, completion of all courses, and satisfactory score on Chapter I and Chapter II of the assessment portfolio.

Rationale: Candidates are currently admitted into the program rather than the College of Education. This is the field-based capstone experience. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

Effective Term: Fall 2009

4. Change course hours and description

a. **FOUN 7070 Field Based Research** ~~V-V(1-3)~~ **0-V-3**

~~Prerequisite/co-requisite:~~ Permission of instructor

~~Course description:~~ This is a capstone course designed for action research as an independent study project. ~~The course will introduce students to field-based research techniques and help them develop research questions, hypotheses, and proposals for field-based research projects.~~

Rationale: This course has been redesigned to offer a field-based research experience so field hours will be varied depending on project design.

5. Delete the following courses:

a. ~~EEXE 5100G Educating Students with Disabilities in the MGSE General Education Classroom 3-0-3~~

Rationale: This course has been replaced with EEXE 6300.

Effective Term: Fall 2009

b. ~~EEXE 7405 Psychosocial Characteristics of Deafness 3-0-3~~

~~EEXE 7407 Methods of Teaching Students who are Deaf/Hard of Hearing 3-0-3~~

~~EEXE 7409 Auditory and Speech Development in Deaf/Hard of Hearing 3-0-3~~

~~EEXE 7411 Language Development in Deaf/Hard of Hearing 3-0-3~~

~~EEXE 7413 Reading and Written Instruction for Deaf/Hard of Hearing 3-0-3~~

Rationale: The certification program in Deaf and Hard of Hearing is not offered.

Effective Term: Fall 2009

c. ~~EEXE 7500 Characteristics of Visual Impairments 3-0-3~~

~~EEXE 7502 Basic Braille 3-0-3~~

~~EEXE 7504 Education of Students with Visual Impairments 3-0-3~~

~~EEXE 7506 Braille Literacy 3-0-3~~

Rationale: The certification program in Visual Impairments is not offered.

Effective Term: Fall 2009

6. Create the following courses:

a. **EEXE 7020 Methods and Strategies for Teaching Students with Autism 3-0-3**

Prerequisites: Permission of the instructor.

Description: This course will focus on current research and best practices for teaching

students with Autism.

Rationale: Teachers, both general educators and special educators, are serving an increasing number of students with autistic spectrum disorders. Because of the unique learning styles of these students, the characteristics and methodology must be addressed in a complete course that will be open to both general and special educators.

CURCAT

Major Department: Special and Adult Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 3

Grading mode: Normal

Instruction type: Lecture

Effective Term: Fall 2009

b. EEXE 7507 Characteristics of Students/Young Adults with Multiple and Severe Disabilities **3-0-3**

Prerequisite: None

Description: Characteristics of the types of multiple and severe disabilities encountered among children and youth are reviewed along with currently accepted theories and systems for development and implementation based on a community referenced model.

Rationale: An increasing number of educators are being assigned to teach students with multiple and severe disabilities. Many of these teachers have no preparation background. This course will introduce them to the academic needs of this student population.

CURCAT:

Major Department: Special & Adult Education

Can course be repeated for additional credit? No

Maximum Number of Credits: 3

Grading Mode: Normal

Instruction type: Lecture

Effective: Fall 2009

c. EEXE 7512 Augmentative and Alternative Communication for Students with Severe and Multiple Disabilities **3-0-3**

Prerequisite: None

Description: The study of devices and systems used to meet the communication needs of students with multiple and severe disabilities.

Rationale: Multiple and severe disabilities most often affect an individual's ability to communicate. Inability to communicate impairs learning, assessment of learning, and often results in behavior problems. This course will give the classroom teacher the knowledge and skills to design a communication system for this population of students.

CURCAT

Major Department: Special and Adult Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 3

Grading mode: Normal

Instruction type: Lecture

Effective Term: Fall 2009

8. Change course prerequisites:

a. EDUC 6100 Technology Applications for Teachers 2-0-2

Prerequisite: ~~Permission of the department head.~~ **None.**

Rationale: There is no reason for the department head to give permission for students to take this course.

Effective Term: Fall 2009

Special Education and Adult Education

1. Create the following course:

EEXE 7319 Career Development and Transition Planning 3-0-3

Prerequisite: permission of instructor.

Description: This course will focus on understanding legal and procedural issues in interventions at the systems level of transition, including the following: identification of exemplary transition practices, issues in transition policies, dropout prevention issues, the vocational service system, ecological transition models, inclusive transition models of transition, self-determination and family involvement models, and continuous evaluation and improvement of transition services.

Rationale: This course lays the groundwork for the Transition Specialist certificate endorsement by providing an advanced study of federal and state mandates concerning transition planning and preparation for students with diverse learning and behavioral problems as they move on to post secondary education and/or training.

Transition specialists are essential in high schools to coordinate transition services for students with disabilities that lead to positive outcomes for these individuals, especially in post secondary education and job training. Currently, 12.4% of school aged children in Georgia have disabilities. Students of this endorsement will be provided specific knowledge, skills, and competencies to foster and facilitate successful adult outcomes for students with disabilities. The focus is cross-categorical and the program coursework will provide information about current program models and research supporting effective transition planning for students served in special education. Following approval by the University System Board of Regents (BOR), students of this endorsement will receive a BOR certificate for Transition Specialist. Following approval by the Georgia Professional Standards Committee, special educators holding clear renewable teaching certificates in special education will add this endorsement to their certificates.

Effective Term: Spring 2010

CURCAT:

Major Department: Special and Adult Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 3

Grading Model: normal

Instruction type: Lecture

3. Change the following course credit hours:
Change the following course prerequisite:

**EEXE 7320 Vocational Assessment of Special Education Students ~~3-0-3~~
3-V-3**

Prerequisite: ~~EEXE 6130~~. None

Description: Provides students with the knowledge and skills to select, administer, and interpret instruments which sample vocational interests, aptitudes, and development. Emphasis is placed on the evaluation of students with disabilities and others at-risk of school failure.

Field-based experience required.

Rationale: This course provides a foundation for understanding and using career and vocational assessment instruments, analyzing assessment data, and making informed decisions. The change in contact non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course. EEXE 6130 does not add to the knowledge base required for this course.

Effective Term: Spring 2010

2. Create the following course:

**EEXE 7321—Interagency Planning and Service for Transition to Adulthood
3-V-3**

Prerequisites: EEXE 7319, EEXE 7320

Description: Emphasis is placed on theory and practice related to interagency collaboration, systems change efforts in transition services, and state-of-art practices regarding supporting individuals with disabilities in community employment, living, socialization, community participation, and other areas of adult life. Covers specific federal and state mandates concerning transition planning and collaboration with agencies in the community for assisting students as they move through the P-12 educational experience and on to post secondary education and/or training. Field-based experience required.

Rationale: This course will provide an overview of interagency and community services and systems available for adolescents and young adults with disabilities. Covers legal issues involving eligibility of agencies to provide services.

Effective Term: Spring 2010

CURCAT:

Major Department: Special and Adult Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 3

Grading Model: normal

Instruction type: Lecture

4. Create the following course:

EEXE 7322 Community Based Instruction 3-V-3

Prerequisites: EEXE 7319, EEXE 7320.

Description: The course explores the use of appropriate community environments, methods for linking community based instruction, and methodology for preparing students with multiple and severe disabilities for adulthood. Emphasis is placed upon theory and practice related to career development, job development, facilitating natural supports on the job, job placement and training, supported employment models, school-business partnerships, and school and community vocational training models. Field-based experience required.

Rationale: Course focuses on the knowledge required to assist individuals with moderate to severe disabilities that require highly specialized community supports.

Effective Term: Spring 2010

CURCAT:

Major Department: Special and Adult Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 3

Grading Model: normal

Instruction type: Lecture

COLLEGE OF EDUCATION

College of Education

Early Childhood Education

1. Change the prerequisites and credit hours for the following course:

ECMT 6020 Language Arts/Creative Activities **4-0-4 3-0-3**

Prerequisites: Admission to the College of Education, ~~EDUC 6000, EDUC 6100.~~

Candidacy in the Department of Early Childhood Education.

Rationale: The prerequisite change reflects current practice. The ECMT 6020 course content is better served within a three credit hours course.

Effective Term: Fall 2009

2. Change the prerequisites and credit hours for the following course:

ECMT 6750 Graduate Internship ~~0-V-3~~ **0-V-4**

Prerequisites: Admission ~~into the College of Education in a specific MAT degree~~
~~or to complete the requirements for a post baccalaureate teacher certification~~
~~program.~~ **to Candidacy in the Department of Early Childhood Education and**

the completion of all M.A.T. Program of Study courses.

Rationale: The prerequisite change reflects current practice. The ECMT 6750 course content is better served within the four credit hours format.

Effective Term: Spring 2010

3. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF MASTER OF ARTS IN TEACHING IN
EARLY CHILDHOOD EDUCATION**

B. Foundation Courses 11 hours

EDUC 6000 – Professional Orientation to Teaching	3-3-3
EDUC 6100 – Technology Applications for Teachers	2-0-2
EDUC 6200 – Curriculum, Instruction, and Assessment	3-0-3
EDUC 6300 – Education Students with Disabilities	3-0-3

C. Foundation Courses	19 hours	18 hours
ECMT 6000 – Teaching Reading and Diagnosis and Remediation		3-0-3
ECMT 6010 – Developmental Characteristics of Young Children		3-0-3
ECMT 6020 – Language Arts/Creative Activities		3-0-3
ECMT 6030 – Social Studies/Science		3-0-3
ECMT 6040 – Teaching Mathematics in Elementary School		3-0-3
ECMT 6090 – Classroom Management		3-0-3
C. Clinical Experience	3 hours	4 hours
ECMT 6750 Graduate Internship		0-V-4

COLLEGE OF EDUCATION
Early Childhood Education

1. Delete the following courses:

- ~~ECEG 7811 Provisional Internship~~ 3-6-3
- ~~ECEG 7812 Provisional Internship~~ 3-6-3

Rationale: These internships are part of a program of study that no longer exists.

Effective Term: Fall 2009

Appendix D

From the Ad Hoc Committee on Furloughs.

Please note: committee minutes will be available beginning 3 February 2010 at the Faculty Senate Web Page. Thank you.

To President Linda M. Bleicken (please forward to Chancellor Errol B. Davis, Jr.)

The faculty of Armstrong Atlantic State University would like to voice the following concerns about the recent implementation of furloughs.

RESOLUTION I:

The faculty are dismayed by the disparate financial burden which the furloughs impose on 10 and 12-month employees. Adjusted for annual salaries, the pay cut for full-time faculty on a 10-month contract is significantly larger (3.06%) than that suffered by year-round administrators and staff (2.28%). In concrete terms, a 10-month faculty member earning \$50,000 annually will lose \$1,530 over six furlough days, while a 12-month employee earning the same nominal salary will lose \$1,140, a difference of \$390. The President should be aware that the impression created by this unequal treatment has been a significant factor in the sharp deterioration of morale among AASU faculty, many of whom remain unconvinced by the oft-repeated talking point that "six days are six days." An often voiced counter is that faculty can work in the summer to make up the difference. While true that some faculty can work in the summer, this is not an option for everyone, nor is it included in the faculty contract. Also, faculty contracted for 10 months, are not eligible for unemployment in the summer and summer sessions are not an option for many. Thus, this is not an equal opportunity response.

Proposed Action I:

Base furlough salary adjustments on percentage of total salary, not on number of furlough days.

Resolution II:

The faculty have been assured that, notwithstanding the economic and budgetary crisis, our teaching will not suffer, and that therefore there will be no furloughs on class days. Also, as more and more classes are taught by part-time faculty with no service expectations and with the increased enrollment, it is likely that the burden of committee work and advising for full-time faculty is going to increase. If neither teaching nor service will be affected, the faculty would like to know what method will be used to calculate an appropriate reduction in faculty workload relative to the percentage reduction in salaries. Is the administration considering a reduction in scholarship expectations for tenure and promotion? This is an important issue in a time when the university is pushing for more scholarly activities. As salaried employees, we are expected to complete tasks and are paid for completing these tasks; few of us work just

nine to five to get our jobs done. As a result, furloughs currently force us to do more work at home or on the weekends, and are nothing more than pay-cuts with a new name. This culminates in the faculty being asked to do MORE for less money. Furthermore, it is patently unjust to increase tenure and promotion expectations during a furlough and travel expense reduction. Thus, it would seem contradictory to increase tenure and promotion expectations when furlough implementation is designed to reduce work load in order to address budget constraints. Likewise, budget constraints reducing travel and educational reimbursement are not supportive of increasing scholarly activities at this time. The administration should officially charge the tenure and promotion committee for the university to reduce the research and service expectations by a commensurate amount, given the furloughs and reduction in travel support for presentations.

The faculty are aware that furlough days can not be on teaching days (or risk university accreditation) and there must be some showing of a reduction of work (real or otherwise) in order to enact the furlough. Many faculty feel that the state government will consider the use of furloughs an acceptable operating practice if the students are not impacted. The senate encourages the administration at ASU to be creative in dealing with these situations. For example, the furlough days considered for 2009-2010 did not include commencement exercises, which are days we are required to work but do not affect instruction and could be justified as following the intent of the furlough program. The faculty are not saying this should be done, just that there are ways to affect the students, their parents and the state government without affecting teaching.

Proposed Action II:

The following suggest creative reduction of faculty workload without impacting instruction

- Reduce expected office hours
- Reduce advising time period
- Add an extra reading day (for a furlough day) and compact the final exam schedule (i.e. students can take two exams per day)
- Make commencement exercises optional for faculty
- Normal scholarship expectations are considered “outstanding” while furloughs are imposed

Conclusion:

The statement that “teaching will not be affected” is inaccurate at best. Faculty use those non-class days to prepare for lectures, grade papers and tests, advise students, and perform other work directly related to instruction. With the loss of six days combined with increases in service work and class sizes, the time available for class preparation will be diminished, resulting in an unavoidable decrease in teaching quality.

Also, the faculty is interested to learn whether the language allowing for furloughs will be included in faculty contracts beyond the current academic year, and if so, when we can expect the cessation of a budget-reducing method so unsuitable to academic work. There is also some concern that the Governor is the one who decides that we need furloughs when our contracts state that the decision is to be made by the President. We urge the President to involve the faculty and prepare wisely for any future contingency and would like to impress upon her awareness the devastating effects that furloughs have on the faculty's morale.

Appendix E

February 4, 2010

Memorandum

From: Kevin Hampton
President, Faculty Senate

To: Angela Ryczowski, Chair
Peggy Mossholder, Secretary

Charge: A concern has been raised in the Chemistry Department that students are being placed in courses for which appropriate prerequisites have not been met. Likewise, the transcript analyses for students entering post-baccalaureate programs of study have not successfully identified missing prerequisite courses. These issues can have significant consequences on students' possibilities for success, retention, and graduation.

Your committee's charge is to examine the issues of prerequisites and transcript analyses with the Office of the Registrar to see if this is an isolated issue unique to the Chemistry Department, or a campus-wide issue. It would be appropriate to consult with the Office of the Vice President for Academic Affairs as well.

Please bring your findings to the Faculty Senate in the form of a report at the March 8, 2010 senate meeting. If you have any questions, please do not hesitate to contact me.

Appendix F

February 4, 2010

Memorandum

From: Kevin Hampton
President, Faculty Senate

To: Clifford Padgett, Chair

Charge: A concern has been raised in the Faculty Senate that the grievance process at Armstrong Atlantic State University is at best, unclear, and that the Faculty Handbook does not reflect an updated version of the policy since the transition to shared governance on campus.

Your charge is to consult with the Office of the Vice President for Academic Affairs to determine the timeline and procedure for updating the Faculty Handbook, and to clarify the grievance procedure for faculty at Armstrong Atlantic State University.

Please bring your findings to the Faculty Senate in the form of a report at the March 8, 2010 senate meeting. If you have any questions, please do not hesitate to contact me.